
CERT BASIC TRAINING
INSTRUCTOR GUIDE
CAMPUS CERT ANNEX

COMMUNITY EMERGENCY RESPONSE TEAM
BASIC TRAINING INSTRUCTOR GUIDE ANNEX – CAMPUS CERT

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About This Annex

This annex to the *CERT Basic Training* Instructor Guide is designed to help qualified CERT instructors teach the course on a college or university campus. The annex prepares instructors to equip college students, faculty, and staff with the skills needed to responsibly and safely react to an emergency in their school or community.

This annex includes background information on the Campus CERT program, information on planning and marketing a Campus CERT program, and a unit-by-unit breakdown of modifications to the original course that will help make the training more applicable to a higher education setting.

Background

Colleges and universities are part of the critical infrastructure of our country. While many schools have taken measures to provide for site security analysis and equipment, less effort has gone into training staff and students in campus security and emergency response procedures. FEMA is now working to involve college and university campuses in the country's overall emergency preparedness and response plans.

As part of this effort, Campus CERT aims to train students, faculty, and staff in emergency preparedness and response to ensure that they have the skills needed to protect themselves, and assist others, in the event of an emergency.

The first Campus CERT course was a train-the-trainer pilot program developed by the School of Criminal Justice at Michigan State University (MSU) through a grant from the Department of Homeland Security (DHS) in 2007. This program trained many hundreds of people across the country. At the direction of the National CERT Program Office, PerformTech Inc. later evaluated the MSU program and used the information to create a Campus *CERT Train-the-Trainer* course and the annex to the *CERT Basic Training* Instructor Guide that you are now reading.

Since FEMA launched the National CERT Program in 1994, there have been many disasters and emergencies that have affected college campuses, ranging from Hurricane Katrina to the Virginia Tech shootings. (For a more complete list of recent campus disasters and emergencies, see Appendix 3.) Campuses are “cities within a city”—complex communities with unique vulnerabilities and infrastructure supporting thousands of individuals—but they often do not consider emergency preparedness as part of their educational mission. As a result:

- School faculty and staff are not adequately qualified to respond to natural or man-made disasters.

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- Students, faculty, and staff lack the proper education on how to prepare for and respond to a school emergency or disaster.

Without adequate training, campus populations can overwhelm a city's capability to respond effectively with the needed first responder resources. This makes the Campus CERT program a vital part of our nation's emergency management system. Yet the program also allows a campus's students, faculty, and staff to carry the disaster preparedness information that they learn in a Campus CERT program to their homes beyond the school walls for years to come.

Planning and Marketing a Campus CERT Program

While the same curriculum is used to teach Campus CERT as a regular CERT class, due to the large and complex nature of most colleges and universities, Campus CERT does have some specialized planning and marketing that must take place before the actual training can take place.

Getting Buy-In and Deciding on Program Structure. You must first get the college administration's approval to start the program. With the school leadership, you must make some key decisions about program activities, recruitment, accreditation, equipment, and funding options:

- Will you be offering the CERT training just to enhance personal preparedness, or do you plan to become an active CERT emergency response program?
- With what academic department, campus office, or chartered student group will authority and leadership for your CERT program be housed?
- Will you be joining training efforts or leadership structure with any local off-campus CERT program?
- Will membership in the CERT be open to students as well as to faculty, college staff, and community members?
- Will existing college insurance coverage and State laws cover CERT member training and emergency response activities in terms of liability, immunity, or workers' compensation?
- Will your CERT Basic Training class be offered for academic credit? If so, how will you expand the CERT offerings, and what processes do you need to go through to get approval to offer CERT as part of a college course?
- Will the college or university provide direct funding for the CERT, or will you need to look for funding elsewhere?
- What equipment will you purchase for your CERT, and where will it be stored?

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- How will the CERT fit within the existing campus and community emergency response protocols or emergency operations plan, and what will typical CERT member roles be?

Establishing Relationships. Once the administration is on board with establishing your CERT program, you will also need to also establish a variety of relationships to make the program work. Key relationships include:

- Any local existing CERT program
- Campus security, police, or public safety, fire departments, and emergency medical service providers
- Local (i.e., county, tribal, or municipal) community police, fire, and emergency medical service providers
- Relevant academic departments, such as emergency management, homeland security, criminal justice, or medicine
- Office of Student Life
- Campus service groups, fraternities, and sororities
- Local volunteer emergency response groups, such as VOAD
- Local community service organizations, such as Kiwanis or Rotary
- Off-campus business groups or neighborhood associations

Marketing the Program. Once you have decided on the key elements of your program structure and have begun to make necessary contacts on campus and in the larger community, you are ready to set a date for your training and market the CERT program to your campus. Keep in mind that if students are going to be part of your CERT program, you will need to market not just once for the first training, but continually, to replace graduating student members over time.

You will need to frame your marketing message depending on your target audience (students, campus security personnel, faculty, etc.) by knowing your campus's unique vulnerabilities and hazards and always identifying the "what's in it for me?" for each group. You will also need to bear in mind your campus's unique history, structure, and culture as you market the program, as some campuses may be more "CERT-friendly" in their political climate than others.

Remember to take advantage of all campus media outlets, including social media, such as Facebook and Twitter, as well as of all campus events, such as freshman orientation, concerts, lectures, or sporting events. Some faculty in emergency management,

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homeland security, or medicine will also allow you to market CERT directly to students during classes because it may be related to the material they are studying.

Finally, the strongest marketing tool you can have is an active program. If your CERT is active and provides meaningful work and training opportunities for members, and you then find ways to get the word out about what you do, you will find that your program is an “easy sell” to the campus community.

Delivering *CERT Basic Training* in a Campus Setting

Providing CERT Basic Training on a college campus is not very different from providing it in a regular setting, but does require some planning and minor modifications to the curriculum.

Depending on whether your CERT training is offered for college credit or not, your CERT Basic Training course may be taught over a full semester rather than over 3 days of intensive training and may be supplemented with CPR, defibrillator training, or theoretical material on emergency management or homeland security needed to satisfy accreditation requirements. This may affect your class’s logistics, need for guest speakers, and location.

Some college campuses have restrictions that prohibit the fire suppression or disaster simulation parts of the CERT Basic Training from being done on campus. You will need to double-check these rules before training and make alternate arrangements if needed.

In addition, there are several additional materials that you will need to pull together for a Campus CERT training. These include campus maps, campus hazard analyses and emergency response protocols, any medical waivers required by participants, specific liability information, and examples of past emergency incidents at your campus.

Campus CERT training organizers are uniquely fortunate in that a college campus typically has available a wide range of experts who might be able to teach sections of the CERT Basic Training. Be sure to take advantage of those resources, as well as of the expertise available in the community from local fire departments, etc., to get as much expert assistance as possible in the development of your CERT Basic Training class.

In addition to these general guidelines, there are several activities and discussion points that can be added to each of the CERT Basic Training units that are not found in the CERT Basic Training Instructor Guide. These activities should make the training more applicable to college campuses. As an instructor for the Campus CERT course, you should be prepared to include these activities in your delivery of the basic training unit. (Page numbers below refer to the CERT Basic Training Instructor Guide.)

Unit 1: Disaster Preparedness

In this unit, emphasize the importance of teamwork and the crucial role that teamwork will play in the remainder of the course, and as CERT members. You should also spend time researching the threats and needs of your area and incorporating those into the training.

- 1-5 After slide 1-2 on Setting the Stage, add a few slides on any actual natural disasters or other incidents that have affected your campus in recent years. This will personalize the training and make the need for emergency preparedness more compelling for your participants.
- 1-16 Personalize slide 1-13 by changing the photos to hazards and disaster threats specific to your school, community, and city. Then insert a new slide showing a campus map. Ask participants to brainstorm possible hazards that are located on campus or in the community at large. Identify areas susceptible to flooding or other extreme weather, biohazard areas, any nearby utilities or nuclear facilities, and places where large groups gather, such as stadiums, concert halls, libraries, and dining halls.
- 1-18 Decide on the weather event to discuss on this page. Make it the most common one for your area. Then, on the chart on page 1-19 on possible effects of damage on infrastructure and the subsequent corresponding slides, discuss with the class the specific campus infrastructure found at your school (campus transportation, campus structures, campus communications systems, etc.) and try to imagine what the damage would be for your school in each of the areas listed.
- 1-24 If your training includes college students, note that most of them will likely live in dormitories, a type of multiple-unit dwelling.
- 1-27 Similarly, when discussing home fixture hazards on slide 1-26, ask participants to name additional possible hazards in the dorm environment (vending machines that tip over and shatter, hanging TV sets in lounges or other common areas that could fall, etc.). Also remember to identify the hazard most common for your area in the discussion question at the bottom of this page.
- 1-29 If your participants are students living in a residence hall, discuss which parts of a hall would be best used as safe rooms in which to shelter in place. If there are emergency shelters or designated safe rooms on your campus, mention those locations here as well.
- 1-32 Ask participants for ways that structural and non-structural mitigation could work on their campus. Ask, “What are some things you could do to make your dorms,

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classrooms, or other college facilities safer?” Record the answers for later discussions with college administrators.

- 1-34 Modify the utility shut-off discussion and any related exercise as appropriate for your training location. For example, some colleges have special commercial systems that will only permit shut-offs by utility workers. Bringing in a sample valve and allowing participants to use it to demonstrate how to shut it off will still allow you to get across the same main points.
- 1-37 Some students (or even faculty) may not have the economic resources needed to purchase kit supplies. Show students how to put together a kit on a budget and also consider soliciting local merchants for assistance. Bear in mind that students will likely have limited storage space in their dorm rooms. Discuss any campus emergency storage facilities if appropriate and if trained CERT members may access them during an emergency.
- 1-38 Note that students living in a dorm should be familiar with their building’s fire escape routes.
- 1-48 Pass around a copy of your school’s Emergency Operations Plan if appropriate. Discuss some of its relevant features, particularly those that relate to things participants would be expected to do in the case of emergency. Distinguish roles depending on your audience (faculty, staff, students, etc.)
- 1-52 Invite the college risk assessment officer or legal counsel to briefly speak to participants about the local Good Samaritan laws and any college liability insurance, governmental immunity, or other coverage provided and get his or her help in completing the chart on page 1-53.
- 1-55 Provide detailed explanations and expectations for homework and any prep necessary for the next unit. As this is the first unit, participants may not know what to expect in terms of homework and preparation. In addition, it is highly unlikely that students will be able to obtain leather gloves or goggles, meaning you will need to purchase or borrow those from other sources for their use during the next class.

Unit 2: Fire Safety and Utility Controls

For this unit, you will first need to coordinate with the school on how to present the fire suppression exercise because some schools will not allow even a controlled fire on their premises due to safety or environmental concerns, policies, or regulations. Consider involving local fire officials or, going off-site to a fire department training site to present the content. Instructional videos, although no substitute for actually putting out a fire,

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can also be used to supplement instruction. Emphasize safety at all times during this unit.

- 2-5 For the Unit 1 review, briefly discuss how the school community fits into the family-home-neighborhood CERT hierarchy.

- 2-10 To reinforce the importance of teamwork and to encourage participants in the class to stop thinking of each other just as classmates or teachers, but also as teammates, you can conduct a group exercise with safety equipment. This begins with dividing the class into groups and having each participant put on his or her safety equipment. Each group will check another group's equipment to be certain all participants are properly equipped. You should then debrief the class and emphasize the importance of checking each group member's safety equipment. You should stress that regardless of the participant's social circle or role in the school, helping each other as members of a team is vital to being a Campus CERT member.

- 2-14 To the first question on this page, add another: "What are some potential fire and utility hazards that exist on our campus?"

- 2-16 For the circuit box shut-off discussion, note if the shut-offs in campus halls or dorms are substantially different from those shown in the diagrams.

- 2-19 Find out if the gas shut-offs typical on your campus can be shut off by individuals or only by utility company representatives. If the latter, try to have a similar valve on hand to pass around so participants can get used to seeing one.

- 2-27 You can conduct a size-up exercise so participants can determine how to respond to potential fire situations in the school. Begin by organizing the class into groups of 4 or 5 and posing a different fire situation for each group, such as a trash can on fire in a bathroom. Scenarios should be located throughout the campus, in conditions that could really occur. Each group then reports back on the challenge of the exercise. You should then debrief and ask the class as a whole if they have any suggestions for addressing any of the situations. You may follow this up with a group discussion of fire hazards in participants' homes or dorms, if applicable, and how they would react to those.

- 2-28 Schools with sprinkler systems may not have fire extinguishers in the building. This should be discussed with the participants and they should plan what to do in the event of a fire. It is also important that they still know how to extinguish fires to be prepared for an emergency outside the school. You should ask students if they have a fire extinguisher in their home and where it is located.

- 2-48 When discussing slide 2-25 on hazmats, ask participants where on campus they might find hazmats. Possible answers could include biology and chemistry labs

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or other scientific facilities, as well as closets or rooms where janitors store cleaning supplies.

- 2-54 An important piece of this unit is learning to use a fire extinguisher. However, not all school locations will allow fire demonstrations. You should check with school administrators ahead of time, and if a demonstration is not possible, consider presenting the material in a different way. One option is to have a local fire department teach this unit; be prepared to present that to the school as an alternative. (A safety officer should always be present when conducting the demonstration.) If the school will not allow the demonstration, you should seek alternatives, such as holding the demonstration off-site. If you are able to hold the demonstration, remember to include the cost of refilling extinguishers when budgeting.

Unit 3: Disaster Medical Operations—Part 1

This unit is one of the more technical units in the training, so if students are part of your CERT program, consider how to present the material in a way that the teenagers will understand and remember. Active learning exercises supplement the lesson well.

- 3-19 This unit requires many demonstrations; if you do not feel qualified to perform them, you should have a guest instructor deliver the unit. Some of the demonstrations require physical contact. If participants are nervous about touching each other, you can begin with a blanket exercise as an ice breaker. In the exercise, several participants stand on a blanket and work together to move the blanket.

Unit 4: Disaster Medical Operations—Part 2

This unit is also quite technical, so consider obtaining an on-campus expert to help teach. Any guest instructor, however, should be sure to present the material in a way that the participants will understand and remember by keeping it simple and avoiding technical jargon to the extent possible. Active learning exercises also supplement the lesson well.

- 4-24 For the section on emergency treatment area planning, ask participants to brainstorm some locations on campus that might be especially useful for this purpose.
- 4-55 The unit also requires medical supplies for the students to practice with. It is your job to ensure that there is an adequate supply for the class, including non-latex exam gloves to avoid allergic reactions. You may need to ask local merchants to supply equipment if necessary.

Unit 5: Light Search and Rescue Operations

This unit will require a great deal of teamwork and realistic assessments of each person's skills and abilities. Make sure that participants try everything they can safely do and that you foster discussions on how a CERT member could best perform the activities in the unit in real life. In addition, be sure to find a suitable location—on campus or off—for the search and rescue activities, keeping in mind that some campuses require such activities to be done far from public areas.

- 5-7 A campus safety officer may be required for this unit. You should emphasize personal safety at all times and participants should understand that it is okay to stand by and call for additional help if that is the safest option for them at the time.
- 5-17 As you discuss where people are likely to be during an emergency at various times of the day, ask participants how this would apply to your campus. Where are people likely to be in the evenings? During the day? On weekends? During breaks between semesters?
- 5-20 You may want to rewrite the scenario provided to be more specific to your campus or the weather events your area typically encounters.
- 5-26 Try to provide examples using specific buildings on campus that have each type of construction shown on the chart.
- 5-28 When discussing emergency resources, note any campus emergency resources or storage. Some schools have emergency supplies and CERT equipment stored in special units.
- 5-43 An additional exercise is on triangulation. You should divide the class into groups of 3, with 2 searchers and 1 victim. Using a darkened room with obstacles to hide behind, such as an auditorium, victims hide while rescuers are out of the room. Rescuers of each group will then use a triangulation technique to find their victim one group at a time. (A blindfold can be used if necessary.) If there is enough space, the class can observe how other teams work. This should be conducted at the school, perhaps in more than one location, so participants will be prepared if something happens.
- 5-50 Ask participants where they would be likely to find cribbing and leveraging supplies on campus.

Unit 6: CERT Organization

For this unit, you will need to have a clear understanding of how your Campus CERT will fit into the larger local Incident Command System (ICS). Be sure these details are worked out well before the training begins so you will be able to clearly present this information to participants. There are also a number of supplemental exercises that can be taught to further emphasize and encourage successful teamwork.

- 6-8 For the discussion of On-Scene Management, you may want to invite a representative from campus public safety or security, or whoever would be most qualified to discuss the campus's policies about responding to emergencies.
- 6-11 Discuss the campus ICS in terms of who specifically on campus fills each of the roles shown on slide 6-6.
- 6-15 Continue to tailor the information on the CERT structure to how your CERT will work and fit into the campus and larger community ICS structure.
- 6-16 The unit lends itself well to additional exercises. First is an Incident Command (IC) roleplay. You play the role of the Incident Commander and should have a campus-related disaster scenario prepared. The class is divided into operational groups, e.g., search and rescue, fire suppression. You will brief each group on their roles and responsibilities. Groups discuss how they would respond based on their roles and the type of disaster. You will then debrief the whole class.
- 6-17 The emphasis should be on decision-making and safety. When appropriate, you can show participants how their Campus CERT fits into the school's emergency operations plan. (This should especially be done if Campus CERT members will be incorporated into the school's emergency operations plan.)
- 6-18 Discuss how Campus CERT members should deal with the media, and who on campus specifically should receive media inquiries.
- 6-20 Discuss how your Campus CERT is organized and how members are mobilized when needed. If applicable to your program, note that team members might also be mobilized for non-emergency public safety purposes, such as directing traffic or helping manage crowds at large campus events, etc.
- 6-26 An additional activity is a decision-making exercise. You divide the class into groups and give each group a scenario already prepared. Make the scenario specific to the school or community. Each group will discuss how they should respond, keeping decision-making rules in mind. Each group reports their findings and then you debrief the class.

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- 6-28 Be sure to include any specialized forms required by your campus if they are different from the documentation forms discussed in this unit.
- 6-45 Write a tabletop exercise scenario that is specific to your campus, using specific campus buildings, landmarks, or situations that will be recognizable to participants.

Unit 7: Disaster Psychology

This unit may be difficult for some younger participants to discuss. If you think your group needs help discussing some of the sensitive topics, consider bringing in a professional from the campus counseling office or psychology department to assist.

- 7-4 As this can be a sensitive subject, you may want to include a mental health professional as a guest speaker. The biggest issue most rescuers face is being instructed to rest. You should stress to participants that they should not take this personally and that resting is for their own good as well as the good of the team. You will also want to stress confidentiality. Gossip tends to permeate any college campus, and you will want to be sure that participants—particularly students—understand the importance of not disclosing personal information and feelings they learn about others at an incident. This is especially important since so many students have smart phones and can take and send photos or text instantly, which is a way gossip or embarrassing photos or information could be disseminated immediately.
- 7-7 You may want to personalize slide 7-3 on Psychological Trauma by mentioning dorms and classmates as well as those mentioned on the slide.
- 7-9 You may conduct a group well-being activity. Divide the class into 4 groups. The first member comes up with 5 to 8 physical signs of stress. Another member then comes up with 5 to 8 psychological signs of stress. A third member describes 5 to 8 ways to reduce stress. You will act as team leader and talk to the group as if they are preparing to respond to a disaster situation. You should emphasize the importance of good leadership for the team's well-being. All team members must be able to recognize stress and techniques for relieving them.
- 7-22 You may pose some “What would you do if...” questions to ensure that participants understand the concepts of this section. Examples: What would you do if you were attempting to rescue a victim and the victim became hysterical? What would you do if someone you know was injured?

Unit 8: Terrorism and CERT

This unit may also be difficult or scary for the class to discuss. Stress the importance of discussing the topic factually and with an open mind. Again, a professional from the appropriate academic discipline or another source may be helpful to you in presenting the material.

- 8-10 Supplement the discussion question on the prior page by asking participants if there would be any locations on campus that could be of possible interest to terrorists. Include large gatherings and less obvious targets, such as medical or science labs where radiological material, biological agents, or research animals could be kept. If appropriate, mention that extremist animal rights and environmental groups have been a significant source of domestic terrorism against colleges and universities in recent years. Even if you or your participants support the general goals of these organizations and take issue with classifying them as terrorist groups, note that they are considered terrorists by the FBI because they have been found to have committed criminal vandalism or arson in the past, even though they typically do not harm people. Avoid getting into arguments about this issue or if the government definitions are wrong. (One option might be to invite a local FBI agent to address this topic, but some instructors may prefer not to overemphasize this issue and possibly generate even more controversy and debate.)
- 8-19 You can show the Seven Signs of Terrorism video. This is a 7-minute video produced by the Michigan State Police with information on recognizing signs of terrorism. (The video does not include the eighth sign of terrorism discussed in the CERT Basic Training course, funding. Be sure to point this out to participants and discuss.) You should discuss the video with the class and stress cultural diversity—terrorists do not come from one country or one ethnic group. Teaching cultural diversity and tolerance and cautioning students against stereotyping what a terrorist is, is an important part of this unit. You should deliver fact-based rather than fear-based material. This is especially important as the audience may be culturally diverse.
- 8-19 This may be a good time to discuss with students the difference between “snitching” and being proactive. “Snitching” is a slang term referring to those who report suspicious or criminal activities to the authorities. It has a negative connotation and has prevented many people from coming forward with possible crime-related information for fear of ostracism or retribution. Thus, it is important that you make clear to students in particular the importance of being proactive if they witness a crime or hear about a potential crime. It is not snitching if they report someone who is a danger to themselves or others. They could prevent great harm from coming to their school by telling someone in a position of power what they know. You may lead a group discussion on what types of things students should report, and how they can do so tactfully and without putting

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themselves in danger. You may also want to remind students of the institution's honor code and the DHS "If you see something, say something" campaign (<http://www.dhs.gov/files/reportincidents/see-something-say-something.shtm>) to reinforce that reporting is not snitching, but part of a national homeland security initiative to get the public to take an active role in thwarting terrorists. Note that several terrorist plots of recent years were prevented by the efforts of alert citizens who put this concept into practice.

- 8-21 You can lead a group discussion regarding warning signs of incidents in the school. Participants should create a list of events that could happen in their school and propose solutions for minimizing the effects.
- 8-22 If students are part of your training, ask them if it is possible for them to assemble a disaster supply kit.
- 8-23 Ask those living in dorms what areas would make good safe rooms and if they can help organize the creation of sheltering kits if they do not already exist.
- 8-32 Add an additional scenario or adapt the scenarios provided to involve a terrorist attack at the school.

Unit 9: Course Review, Final Exam, and Disaster Simulation

As with Unit 5, this unit will require a great deal of teamwork and realistic assessments of each person's skills and abilities. Emphasize safety at all times and remind participants that they can stop the exercise if they feel uncomfortable. Also be sure to find an approved location for your disaster simulation—many campuses prefer such activities to be away from common areas to avoid alarming students.

- 9-3 It is your job to make the simulation as real as possible, involve local professional responders, and incorporate school-related disaster scenarios with local trainings. Some obstacles you can include in the scenario are: all responders working out of one backpack; all victims deafened by the explosion that caused the incident; bystanders that are constantly following the rescuers around asking to let them help; hysterical bystanders; and blocked doorways.
- 9-6 Rewrite the sample scenario to take place on your campus. Provide any maps or other supplemental materials needed to make the simulation feel more "real."
- 9-27 You should take the time to carefully explain the exercise and answer any participant questions. You should provide the participants with an escape word that will indicate to you that the student is becoming stressed or overwhelmed with the situation. Participants should be encouraged to treat the exercise as if it were a real disaster. After the simulation, you should point out mistakes made

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during the exercise as safety issues. You will lead a discussion about the lessons learned and the difficulties encountered during the exercise, making sure the discussion stays constructive and does not become too critical.

Appendix 1: Acknowledgements

The National CERT Program Office would like to thank the following individuals for their time in working with FEMA and its contractor PerformTech Inc. to collect the information used to develop this annex. Many of the programs contacted have extensive experience in providing CERT training to institutions of higher education and would also be excellent resources to other programs working to strengthen their capabilities in this area:

- Phillip D. Schertzing, Ph.D., School of Criminal Justice, Michigan State University
- Charles N. and Anita Bouth, School of Criminal Justice, Michigan State University

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Appendix 2: Other Resources for Programs

The following resources may be useful to programs working to begin, maintain, or strengthen a Campus CERT program.

- Community Emergency Response Teams (CERT)
<http://www.citizencorps.gov/cert/index.shtm> (This site will lead to materials for developing and training CERT members.)
- U.S. Department of Homeland Security (DHS) Home Page
<http://www.dhs.gov/index.shtm>
- Federal Emergency Management Agency (FEMA)
<http://www.fema.gov/>
- U.S. Citizen Corps
<http://www.citizencorps.gov/>
- Association of American Universities
<http://www.aau.edu/>
- Association of College and University Housing Officers – International (ACUHO-I)
<http://www.acuho-i.org/>
- Campus Compact
<http://www.compact.org/about/>
- Campus Safety, Health and Environmental Management Association (CSHEMA)
<http://www.cshema.org/>
- International Association of Campus Law Enforcement Administrators (IACLEA)
<http://www.iaclea.org/>
- International Association of Chiefs of Police (IACP)
<http://www.theiacp.org/>
- IACP University/College Police Section
<http://www.theiacp.org/About/Governance/Sections/UniversityCollegePoliceSection/tabid/451/Default.aspx>
- International Association of Emergency Managers (IAEM)
<http://www.iaem.com/>
- International Association of Fire Chiefs (IAFC)
<http://www.iafc.org/>

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- National Association of College and University Attorneys (NACUA)
<http://www.nacua.org/>
- National Association of College and University Business Officers (NACUBO)
<http://www.nacubo.org/>
- National Association of School Safety and Law Enforcement Officers (NASSLEO)
<http://www.nassleo.org/>
- Association of Public and Land-Grant Universities (APLU)
<https://www.aplu.org/>
- National Emergency Management Association (NEMA)
<http://www.nemaweb.org>
- National Voluntary Organizations Active in Disaster (National VOAD)
<http://www.nvoad.org/>
- University Risk Management and Insurance Association (URMIA)
<http://www.urmia.org/urmia.cfm>

Related links:

- National Disaster Education Coalition's *Disaster Guide*
<http://www.disastereducation.org/guide.html>
- USA.gov
<http://www.usa.gov/index.shtml>
- Ready America
<http://www.ready.gov/>
- National Terrorism Advisory System (NTAS) Public Guide
<http://www.dhs.gov/files/publications/ntas-public-guide.shtm>
- Department of Defense Emergency Preparedness Policy
<http://www.defenselink.mil/>
- Centers for Disease Control and Prevention
<http://www.cdc.gov/>
- Extension Disaster Education Network (EDEN)
<http://eden.lsu.edu/Pages/default.aspx>

Appendix 3: Campus Emergencies and Disasters (2001-2011)

Natural/Fire Disasters

(June 2001) University of Texas

Tropical Storm Allison caused \$205 million in damage to medical facilities at University of Texas-Houston. Floods resulting from the storm forced the closure of the Texas Medical School, one of the world's largest medical centers. Stone, R. (June 28, 2001). Texas regents seek federal help for flooded institutions. *Daily Texan*.

(September 2001) University of Maryland

A tornado created \$15 million dollars in damage at the University of Maryland. Approximately 700 students were evacuated from buildings at the Courtyard, an apartment complex owned and managed by Ambling Co. The storm downed trees, causing damage to the structure of many university buildings. Flandez, R. L. (September 28, 2001). Tornado's toll at U. Maryland may exceed \$15 million. *The Diamondback*.

(October 2001) Kansas State University

A fire at the Kansas State University Dairy Barn resulted in \$130,000 in damage. Area fire departments encountered difficulty accessing the barn due to narrow roads surrounding the structure. They also encountered problems with the water supply, and water tanks were brought to the site to aid firefighters. Raletz, A. (October 4, 2001). Kansas State U. dairy barn fire continues; losses estimated. *Kansas State Collegian*.

(September 2003) Georgetown University

Hurricane Isabel forced Georgetown University to cancel classes for 2 days. The storm left thousands in the Washington, D.C. area without power, effecting street lights and traffic signs. Facility workers and campus emergency volunteers worked through the weekend to keep resources available for students. Bell, C. (September 23, 2003). D.C., Georgetown cope with Isabel's aftermath. *The Hoya*.

(January 2005) Ball State University

An ice storm that struck East-Central Indiana left thousands without power. Nearly \$300,000 was spent to clear fallen trees on the university campus following the ice storm. Smalls, Y. (January 18, 2005). Ball State U. works on storm cleanup. *Daily News*.

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(September 2005) Various Public and Private Colleges throughout Mississippi and Louisiana

Hurricane Katrina devastated educational institutions in both Mississippi and Louisiana. The storm forced colleges and universities throughout the region to close, displacing thousands of students. In Mississippi, the hurricane caused an estimated \$700 million in damage. (September 23, 2005). Katrina's Toll on Mississippi Colleges Will Approach \$700-Million. *The Chronicle of Higher Education*.

(November 2005) Florida Atlantic University

Hurricane Wilma devastated Florida Atlantic University. The storm created approximately \$7.5 million dollars in damage. Generators were required to provide electricity to the campus, as additional police officers ensured campus was safe for night classes and events. No major injuries were reported. Peltz, J. (November 10, 2005). FAU storm damages up to \$7.5 million; other colleges take hard hits. *Knight Ridder Tribune Business news. Washington*.

(April 2006) University of Iowa

Five tornadoes touched down in the area surrounding the University of Iowa campus. Over 100 students lost their homes, as the city and campus saw nearly \$12 million in damage. In total, 212 buildings in the Iowa City area were damaged. No serious injuries were reported following the tornado, although several dozen patients were seen for minor injuries at area hospitals. Jordan, E. & Patch, J. (April 15, 2006). Iowa tornado damage tops \$12 million. *The Des Moines Register*.

(June 2008) University of Iowa

The University of Iowa, Iowa City, sustained more than \$231 million in damages to campus structures and facilities from massive flooding along the Iowa River during the June 2008 floods that affected Iowa and other States along several river systems. Baldwin, J. (2008). Worst natural disaster in state history. *www.iowa.com*.

(June 2008) Kansas State University

A powerful tornado ripped through Kansas State University, causing more than \$20 million in damages to university facilities, although the campus nuclear research reactor was not damaged. Moser, K. (June 12, 2008). Tornado damages buildings at Kansas State U. *Chronicle of Higher Education*.

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(November 2008) Westmont College

Wildfires destroyed 15 faculty houses, a dormitory complex, and the physics and psychology buildings of Westmont College in California. No injuries were reported, but over 300 students had to spend the night in the college gymnasium when the wildfires ignited the dorm where the students slept. Biemiller, L. (November 16, 2008). After Wildfire, Westmont College Fences Off Ruined Buildings, Assesses Damage. *The Chronicle of Higher Education*.

(August 2011) Germanna Community College

Germanna Community College's Fredericksburg Campus sustained heavy damage to its largest classroom building during the 5.8-magnitude earthquake that struck the mid-Atlantic region on August 23. Although no one was injured, damage from the quake forced the college to suspend classes for several days and to look for alternate classroom space for the fall semester. Telvock, D. (August 26, 2011). Germanna Needs Classroom Space After Earthquake Damage. *Fredericksburg Patch*.

(August 2011) Colleges Throughout New England and the Mid-Atlantic

Hurricane Irene left many colleges in New England and the Mid-Atlantic scrambling to make contingency plans for newly arrived students and to deal with flooding, power loss, damaged roads, and downed trees. Some schools, such as William and Mary, evacuated their students in preparation for the storm but ultimately sustained minor damage, while others, such as Southern Vermont College, had to delay the start of fall classes because of heavily flooded or damaged roads. Other colleges faced flooding, power outages, and lost telephone and internet service as a result of the storm. Eaton, C. (August 29, 2011). Flooding and Power Loss Plague Some New England Campuses in Wake of Storm. *The Chronicle of Higher Education*.

Riots

(July 2000) Pennsylvania State University

A crowd of 2,500 people started a riot on the area surrounding Penn State's campus. The crowd broke windows and threw beer bottles and plastic cups from the balconies of nearby buildings. In addition, the crowd punctured three tires on a police car. The police responded with pepper spray and arrested 15 individuals for their participation in the riot. Bradley, F. & Cichon, F. (July 17, 2000). Police put quick end to riot near Penn State U. *Daily Collegian*.

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(November 2000) Ohio State University

A riot broke out at Ohio State University following a football game loss. Those involved started 129 fires and turned over at least five cars. One student was stabbed during the riot. Police made 29 arrests, suppressing the crowd with tear gas and rubber bullets.

Enders, D. (November 29, 2000). Ohio State U. students riot after football loss. *Michigan Daily*.

(April 2002) University of Maryland

Approximately 400 individuals started a riot after the school's basketball team lost a Final Four game. Members of the crowd destroyed two police cruisers and pelted police with glass. During the riot, several phone booths and garbage cans were knocked over and street signs were pulled down. The rioters also looted several stores surrounding the campus. Police fired pepper spray to control the crowd. Keller, C. (April 1, 2002). Police fire pellets after U. Maryland fans loot store cruisers. *The Diamondback*.

(April 2003) University of Minnesota

After the University of Minnesota hockey team won the men's national championship, riots broke out on the school's campus. A crowd of 1,000 people started the riot. They set more than 60 fires and also threw rocks and bottles at police officers. Twelve people were arrested following the event. Daglas, C. (April 14, 2003). Minnesota riots after hockey win. *Badger Herald*.

(May 2003) University of Massachusetts – Amherst

After police broke up a party of 1,000 – 1,500 people, members of the crowd started a riot. Students threw glass bottles, rocks, and lawn chairs at officers, injuring 15. Several police cruisers were damaged during the incident. In addition, the crowd started fires – burning a bus stop to the ground – and turned over one car. The Amherst Fire Department made 27 ambulance and fire runs during the incident. Singer, M. (May 5, 2003). Riots at U. Massachusetts results in fires, violence. *Massachusetts Daily Collegian*.

(October 2003) University of Massachusetts – Amherst

A riot started on the University of Massachusetts campus after a Boston Red Sox loss. Between 150 and 200 students participated in the riot. They threw beer cans, debris, and firecrackers out of windows. One group of students set a large fire on the Northeast quad. Police responded with pepper spray, arresting 15 people involved in the riot.

Lamonth, D. & Salniker, F. (October 20, 2003). 15 arrested at U. Massachusetts following Red Sox loss. *Massachusetts Daily Collegian*.

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(February 2004) Northeastern University

Northeastern students rioted after the New England Patriots won the Super Bowl. Students lit fireworks off rooftops and overturned six cars, damaging other vehicles in the process. A hit-and-run accident that occurred during the riot resulted in one casualty and three injuries. At least three students were arrested following the riot. Vosk, S. (February 5, 2004). Students arrested after riots erupt near Northeastern U. *Northeastern News*.

(April 2004) Iowa State University

After city police broke up an off-campus party during the school's Veishea celebration, students began to riot. Approximately 400 students were involved in the riots, damaging lamp posts, parking meters, and storefront windows. One hundred police officers responded to the riot, later arresting 32 individuals. Bui, P.K. (April 19, 2004). "Most Violent" Iowa State U. Riot ends in 32 arrests. *Iowa State Daily*.

(August 2004) Colorado State University

When police attempted to disperse a crowd of 1,500 people from a party near Colorado State University, it sparked a riot the following night. Approximately 600 to 800 people gathered and began throwing rocks, bottles, and Molotov cocktails. Rioters overturned several cars. Campus police responded to the riots and arrested five individuals. Wiggins, E. (August 24, 2004). U. Colorado-area ops baffled by Colorado State U. riots. *Colorado Daily*.

(April 2005) Michigan State University

A crowd of 2,000 students rioted in downtown East Lansing after the MSU's men's basketball team lost in the Final Four. Pepper spray was used to disperse the crowd, along with 42 arrests. Damage from the riot was estimated at \$8,275, and staffing for the eight police agencies involved in suppressing the crowd added up to \$190,389. Hassett, K. (May 4, 2005). Pepper-spray use in East Lansing riot reviewed. *Lansing State Journal*.

(February 2008) Evergreen State College

A police officer's car was overturned and looted by bands of rock-throwing students after a disturbance at a Dead Prez concert at Evergreen State College in Olympia, Washington. The officer was trying to arrest a student believed to have been fighting with other concertgoers. The crowd of 200 students had to be dispersed with pepper spray. KOMO Staff and News Services. (February 15, 2008). Riot at Evergreen State damages deputy's car. www.KOMONews.com.

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(February 2010) University of California Berkeley

Student protests over rising tuition rates led to rioting and clashes with police. Rioters set trash cans on fire, threw glass bottles, and shattered windows, which led to the arrest of several students. The disturbances ultimately required the intervention of seven law enforcement agencies. Anderson, E. and Panzar, J. (February 26, 2010). Rioters Clash with Police in Streets South of UC Berkeley. *The Daily Californian*.

(March 2010) University of Maryland at College Park

Police in riot gear tried to disperse a crowd of almost 1,500 students that took down a traffic sign and rocked a bus after the Maryland men's basketball team had a surprise playoff victory over Duke. There were similar problems in 2005 when the Maryland team beat Duke in a regular season win. Over two dozen people were arrested, and some students were beaten. Mastis, L. (March 4, 2010). Chaotic Celebration in College Park After Victory Over Duke. *9 News Now at WUSA.com*.

Terrorism and Other Violent Mass Attacks

(February 2000) University of Minnesota, St. Paul

The Earth Liberation Front targeted a University of Minnesota campus greenhouse. The incident caused \$1,000 in damage and set research back more than 3 months. The group overturned 88 oat plants, glued locks shut, and spray painted greenhouse walls. Rust, M. & Virtucio, V.P. (February 14, 2000). Activists damage U. Minnesota St. Paul campus seed lab. *Minnesota Daily*.

(May 21, 2001) University of Washington

The Earth Liberation Front conducted two separate attacks on this date, setting fire to a research lab at the University of Washington and to a tree nursery in Oregon. The attack at the University of Washington destroyed the Center for Urban Horticulture building. No injuries were reported. Incident Profile: Earth Liberation Front. *MIPT Terrorism Knowledge Base*. <http://www.tkb.org/>

(January 26, 2002) University of Minnesota, St. Paul

The Earth Liberation Front set fire to machinery at the Microbial and Plant Genomic Research Center at the University of Minnesota, St. Paul campus. No injuries were reported. Incident Profile: Earth Liberation Front. *MIPT Terrorism Knowledge Base*. <http://www.tkb.org/>

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(July 8, 2004) Brigham Young University

The Animal Liberation Front and the Earth Liberation Front conducted an attack at Brigham Young University. The incident, which destroyed two sheds belonging to the animal science building, caused over \$30,000 in damage. No injuries were reported.

Incident Profile: Earth Liberation Front. *MIPT Terrorism Knowledge Base*. <http://www.tkb.org/>

(April 2007) Virginia Polytechnic Institute

Disturbed student Cho Seung-Hui killed 27 students, five faculty members, and himself in one of the deadliest and most shocking incidences of mass violence in U.S. history. Classes were cancelled for a week to allow students to grieve, and the hall where Seung-Hui conducted the bulk of the attacks was closed for the rest of the semester.

Hauser, C. (April 17, 2007). Virginia Gunman Identified as a Student. *New York Times*.

(February 2008) Louisiana Technical College

A female student shot and killed two classmates and then herself in a classroom.

Classes were cancelled in response to the incident. Supiano, B. (February 8, 2008). 3 Dead in Shooting at Louisiana Technical College in Baton Rouge. *The Chronicle of Higher Education*.

(February 2008) Northern Illinois University

On Valentine's Day, disturbed graduate student Steven Kazmierczak entered a lecture hall and shot 22 people, five of whom died, and then killed himself. The campus was ordered into a lockdown until the situation was brought under control. Cohen, J. (March 19, 2010). NIU probes motives, response to 2008 shooting. *Chicago Tribune*.

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